**A. B. Combs Leadership Magnet Elementary School Lesson Plan**

Grade/Subject 2nd grade music/ELA lesson Name Jacqueline Isadore

Date Nov. 4, 2013 Time \_\_12:35-1:20\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization: \_\_\_x\_Small group \_x\_\_\_Large group \_\_\_\_Individual \_\_\_\_Learning Center

Components of the Leadership Model:

* Covey
* Quality Tools
* Rigor & Relevance
* Essentials in Leadership – Students will address each other and adults with respect and be positive members of the group. They will respond with “Yes ma’am” or “No ma’am”, “Please,” etc. Students will take their time in completing the assignment and put in 100% effort.

Common Core Standards:

2.ML.1.1 Apply problem solving strategies to improve musical technique when singing and playing instruments

2.ML.1.3 Execute extended rhythmic patterns using body, instruments, or voice

2.ML.3.3 Create rhythm patterns using half and quarter notes, half and quarter rests and beamed eighth notes in duple and triple meter.

CCSS.ELA-Literacy.RL.2.4. Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

[CCSS.ELA-Literacy.RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Learning Outcomes: At the end of this two day lesson, students will: learn a new Thanksgiving song, read and understand a Thanksgiving poem, notate the poem with quarter notes, eighth notes, and half notes according to the syllables of the poem, students will share their notations with the class as played on instruments of their choice.

Materials: Silver Burdett Making Music, Gr. 2, P. 366-367 (CD 12:26)

CD player

Computer with Audacity program installed and speakers

LCD projector

Copies of the poem: Setting the Thanksgiving Table by X. J. Kennedy, with space above for students to notate with rhythms.

LESSON ACTIVITIES:

* Review previously taught material: Discuss schema about Thanksgiving: why do we celebrate, what are some typical foods eaten, how do we show that we are grateful?
* Anticipatory Set (Motivation) :Play the song “Thanksgiving is Near”, to get students excited about the lesson.
* Overview of learning outcomes to pupils (stated and on board): Over the next two days, we are going to learn a new song, read a poem together, read and notate rhythms for our poems, and play those rhythms on instruments for the class.
* Development of lesson: This is a two day lesson:
* **Day 1:**

-Turn to p. 366-Thanksgiving is Near, I will have volunteers read through the song, note rhyming words and I will draw the connection that most songs are poems set to music, since students are also working on poems with their classroom teachers.

-Discuss which Covey habits should be used-

-to learn the song, Begin with the End in Mind by listening to the song first

-to perform the song as a class we must Synergize, so that we can sing with a

blended sound

-Discuss which Covey habits the person in the song used or should have used

-Be Proactive and stop before making the choice of overeating

-Sharpen the Saw by enjoying time with family and friends giving thanks

-Listen to the song and follow along in the book

-Students will echo me as I sing, once comfortable, they will sing with the CD as I walk around and assess the children

-I will record the class singing using the program Audacity and play it back for them

-Students will do a plus/delta as a class about what we did well on, and what we could improve upon and we will record a second time using those suggestions.

-I will differentiate by allowing/suggesting some students sing solos

-Next, we will look at the poem on the next page and I will read it to the students.

-I will then show the visual of the poem with the pictures to help students understand

the unfamiliar words.

-We will read the poem as a class.

-I will review the rhythms and put them on the board quarter note (ta), eighth notes (ti- ti), half notes (ta-a) and rests. I will explain that students will work in pairs to notate the poem using these rhythms.

-First, students need to figure out how many syllables a word has, then write the notes above it.

**Day 2**-Once they have completed notating their poem, students will choose the unpitched instruments that fit their idea of how their rhythms and poem combined should sound

-students will make a plan for how they want to perform their poem for the class: should students alternate playing the lines of the poem, should they assign quarter notes to one person and instrument and eighth notes to the other etc.

-students will practice playing the notated poem

-students will play their notated poems for the class

* Assessment: Students will be assessed as they share their rhythms with the class, both the playing of the rhythms and the accuracy of the notes chosen will be assessed.
* Closure (Link back to objective: ask students, “What did you learn?”) : We will review the rhythms used in the lesson and as a ticket out the door, students will individually clap their names in rhythm.